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AUTHOR Rickard, Patricia L.; And Others
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ABSTRACT

This report summarizes the 1980-81 activities of the California Adult Student Assessment Systems (CASAS) Project, which involved the San Diego Community College District and other California districts in a consortial effort to devise competency-based assessment materials to: (1) place adults in appropriate levels of Adult Basic Education (ABE), English as a Second Language (ESL), and high school diploma programs; and (2) measure the educational achievement of students in these programs. Background information concerning the project and its objectives is first presented, followed by a review of activities undertaken by the districts to examine the assessment needs of adult students and to design appropriate test items and instruments. These efforts included developing 824 test items to measure competencies in the ESL, ABE, and diploma curricula of the districts; field testing instruments using these items; validating these test items through a Rasch scaling procedure; developing prototype tests for intermediate ABE and ESL students and for high school diploma students; compiling a test item bank for instructors and coding these items into the CASAS Competency Code List; and identifying and coding ABE and ESL competency-based materials currently being used in the districts. Appendices include an outline of CASAS life skill competency statements for consumer economics, community resources, health, occupational knowledge, and government and law. (JP)

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CASAS

California Adult Student Assessment System (CASAS) Project

FINAL REPORT

July 1, 1980 - June 30, 1981

Project Number: 03124-1000-7352-81

SAN DIEGO COMMUNITY COLLEGE DISTRICT
ADULT AND CONTINUING EDUCATION DIVISION

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Project Staff

Patricia L. Rickard, Project Director

Barbara Stafford, Curriculum Specialist

Robin L. Karrick, Project Secretary

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State to Consultant to Project: Richard L. Stiles

Shirley Aney
Hacienda/La Puente Unified School District

Suzan Barron
Hacienda/La Puente Unified School District

Jean Bramer
San Francisco Community College District

Sue Broaddus
Corona Rehabilitation Center

Jo Ellen Bruce
Salinas Union School District

Cal Burke
Los Angeles Unified School District

Marlene Butler
San Francisco Community College District

Tim Cuneo
Pajaro Valley Unified School District

John Davis
San Jose Unified School District

Manuel de Santos
Montebello Unified School District

Peggy Doherty
San Francisco Community College District

Holda Dorsey
Hacienda/La Puente Unified School District

James Eachus
Pajaro Valley Unified School District

Ray Eberhard
California State Department of Education

Robert Ehlers
California State Department of Education

Lonnie Farrell
Los Angeles Unified School District

Rosemary Grebel
Montebello Unified School District

June Hays
San Diego Community College District

Karen Homayoonnejad
Vallejo Unified School District

Sadae Iwataki
Los Angeles Unified School District

Autumn Keltner
San Diego Community College District

Mary Kernodle
Hacienda/La Puente Unified School District

Sharon Miller
Salinas Union School District

Jim Moriel
San Jose Unified School District

Charlene Natale
Corona Rehabilitation Center

Louie Pontrelli
Alhambra Unified School District

Walt Popkin
Montebello Unified School District

Kim Rhodes
Burbank Unified School District

Mary Rich
Clovis Unified School District

Bill Ririe
Los Angeles Unified School District

Lillian Sacco
Montebello Unified School District

Lynn Savage
San Francisco Community College District

Jo Smith
Alhambra Unified School District

Esther Stone
San Jose Unified School District

John Tibbetts
San Francisco State University

Dick Whiteman
Los Angeles Unified School District

George Woodward
San Francisco Community College District

Jane Zinner
Fremont Union School District

Georgiana Galas
San Diego Unified School District

Catherine Butts
California Youth Authority

Kevin Mann
San Francisco American Indian Center

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Donald Mc Cune, Director

Test Item Writers

Florence Benjamin
Eileen Benzwi
Gretchen Bitterlin
Uta Cole
Valerie Edinger
June Hays
Virginia Kurz
Joan Meier
Maxine Sherard
Barbara Stafford

Test Item Reviewers

Eileen Benzwi
Gretchen Bitterlin
Uta Cole
Valerie Edinger
June Hays
Leann Howard
Autumn Keltner
Joan Meier
Barbara Stafford

Computing Assistance/Test Item Data Analysis

John Davis, Associate Administrator
San Jose Unified School District

James Moriel, Jr., Supervisor, Research and Evaluation
San Jose Unified School District

Paul Fracolli, Director of Data Systems
San Jose Unified School District

Research Project Assistance

John Martois, Program Manager

Robert Jones, Administrative Analyst

Los Angeles County Test Development Center

Typing, Editing, Graphics

Chris Kokeas

Harriet Kokeas

Margarite Lankford

Sue Pritchard

Terie Swafford

Jim Taylor

PROJECT OBJECTIVES

A comprehensive educational assessment system for adults will be developed to assist adult education programs in implementing an assessment system designed to reflect competency-based curricula occurring in local instructional programs. The process model will include working papers that will serve as a guide in implementing effective assessment programs for: 1) placement of adults in beginning through advanced levels of ESL and ABE, as well as vocational and high school diploma programs, 2) measuring achievement of educational goals, and 3) applying these procedures to a variety of educational settings.

A series of brief placement tests and procedures will be developed that identify the level of any given student's ability to handle both basic academic skills, as well as life skills, using a minimum of both student test time, scoring time and staff interpretation time. These placement tests will measure levels ranging from beginning ESL through high school completion and reflect competency-based curricula. Eventually, various program modules within ABE and ESL programs can become competency-based in that a student could gain credit from course work by demonstrated competency in course content. Initially, the assessment system will have a multiple choice objectively scored format. Later versions will include applied performance measurement relating to adult competency attainment.

BACKGROUND

From 1977 to 1980, the San Diego Community College District, Adult and Continuing Education Division was involved in the CALCOMP Consortium effort to implement a competency-based high school diploma program for adults.

During 1979-80, this District was involved in a consortium effort with three other districts to identify assessment needs for implementation of a competency-based adult high school diploma program. ABE and ESL personnel were included in the process as the consortium focused on appropriate placement of adults into educational programs and certification of educational attainment for advanced ESL students. Two meetings were scheduled with ESL personnel from throughout the state who were involved

in development of assessment instruments, to focus on the needs of the non-native speakers of English and availability of existing assessment instruments that could be incorporated into an assessment system. In addition, a field test involving five districts, was conducted by staff from this district to gather data on present educational attainment of advanced ESL students and field test several instruments now being used for placement and certification. Discussions and field test activities have focused on the lack of an adequate assessment system which would place adults in appropriate educational programs, as well as certify competency and measure their growth toward educational attainment. In order to implement a competency-based educational program for adults, a comprehensive assessment system was needed to place adults at all levels of functioning in appropriate educational programs and to measure their growth toward educational goals in ABE and ESL as well as vocational and high school completion programs.

SUMMARY 1980-81

During 1980-81, the San Diego Community College District, Adult and Continuing Education Division has coordinated the efforts of the California Adult Student Assessment System Consortium, a group representing eighteen districts and agencies throughout the state to identify assessment needs of adult students, review test design and assist in field testing life skill test items and instruments developed for ABE, ESL, and High School Completion students.

The CASAS Consortium Summer Institute at the University of California, Irvine in August, 1980 established a realistic foundation for CASAS, identified information and assessment needs and established a direction for the implementation of the California Adult Student Assessment System. (See Appendix E - Objectives of Summer Institute 1980)

This district has organized monthly consortium meetings which: 1) provided the ongoing communication necessary to establish a core of competencies common across consortium districts for ABE and ESL, 2) identified common problems arising in the implementation of an assessment system that has curricular relevance, 3) reviewed current data collection and testing procedures for ABE testing and made recommendations for changes,

4) provided ongoing review, evaluation, and field testing for all test items, instruments, and materials being developed.

During this past year all test items, tests, and processes developed by this project were reviewed and field tested by the CASAS Consortium. Continued involvement of the Consortium is needed to ensure development of an assessment system that is relevant to adults enrolled in our adult education programs throughout the state.

REVIEW OF PRODUCTS, PROCESSES, AND ACTIVITIES 1980-81

I. Item Development

Test item specifications were developed to provide a set of guidelines for constructing items. A functional transfer, multiple choice context was selected because it measures a student's ability to transfer learning from the classroom to real life situations (as simulated by pencil and paper tests) and was judged to measure achievement of our competency-based curricula. All functional transfer test items were classified into one of five task areas developed by the California State Department of Education. They include:

1) Fill-in-the-blanks forms
2) Charts, maps, matrices and graphs
3) Stories, articles, paragraphs, sentences and directions
4) Signs, announcements, advertisements and hang tags
5) Measurement scales and diagrams

In addition, all items were classified according to one of five content areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law, and further delineated by competency statements and performance indicators.

Seven adult education instructors and curriculum specialists developed 750 life skill test items using the above specifications to measure competencies included in the curricula of the CASAS Consortium districts at all program levels from beginning ABE and ESL to high school completion. All items were then reviewed by instructors and curriculum specialists who were knowledgeable in the subject area and program level to establish content validity, appropriateness of the task area and difficulty of item developed to measure a specific competency.

Items were then reviewed and edited by project staff, graphics developed as needed, items grouped by performance indicator and assembled for a clinical try-out with small groups of students (usually one class of 20-35 students). Students and teachers were asked to evaluate these items. Items were then revised as necessary and prepared for the item field test.

In addition to life skill items developed by this project's item writers, staff reviewed other available item banks for selection of possible appropriate items to be included in the item field testing. The two main sources for these items were the San Jose/Santa Clara County Consortium item bank and the California State Assessment Exercises Manual.

II. Item Field Testing

From the two sources and including the items developed by the project, a total of 824 items were assembled into test forms.

Two major field tests were conducted during the year, one in November, 1980 and the second during February and March, 1981.

1) November Field Test - Ten test forms were developed and included 38-45 items each at a difficulty level ranging from high intermediate ESL through beginning high school level. Each form contained items from each content and task area and was administered to Intermediate and Advanced ESL, Adult Basic Education and High School Completion students in the CASAS Consortium districts. Number of students per form ranged from 300 to 715 for a total of 4,202 students participating in this field test from 13 districts and agencies. Additional demographic data collected for each student include age, sex, education, native language, and ethnic background. All information was coded on machine score answer sheets which were scanned and the information transferred to tapes to be analyzed. All teachers involved in the field test were asked to review the test items, administration directions and test procedures and then fill out an evaluation form included with the test materials.

2) February - March Field Test - A total of 17 test forms were assembled containing 38-45 items per form. Eight forms contained items appropriate for high beginning and intermediate ABE and ESL students. The other nine forms contained items appropriate for advanced ESL and high school level students. In addition to the life skill items, two additional types of tests were included in the field test to determine appropriateness of different test formats with various adult program levels and possible calibration of these tests with the CASAS item bank. The San Diego Picture Test was included with life skills items that were calibrated from the November Field Test and had known values. A multiple choice cloze-maze test developed by a 310 Project of the Fremont Union School District was included with 20 life skill items on a test form at the Intermediate ESL level. Number of students per form ranged from 275 to 450 for a total of 5,157 students participating in this field test from 19 districts and agencies. The same demographic data collected for the November field test was also collected for this field test. As in November, all teachers involved in field testing were given an evaluation form to fill out and submit to project staff.

III. Test Item Analysis

All items field tested were then analyzed to measure item quality linked by difficulty level using a Rasch scaling procedure. The screening report for the item analysis included percentages and point biserials, KR-20 Reliability Coefficient, and Standard Deviation. Rasch Item Analysis included characteristic curve for each item, percentages, point biserials, mean square fit, unadjusted RIT, linking value, adjusted RIT, and percentage distribution of distractors. Test item bias was analyzed on one form using the demographic information collected.

IV. Test Development

A prototype Level B test designed for Intermediate ABE and ESL students was then constructed, selecting validated items from the two field tests. Competencies to be measured were included based on their priority rating on survey which identified a core of competencies included in ESL and

ABE programs in the CASAS Consortium districts. A total of thirty items were included measuring fifteen competencies and arranged in a difficulty order from lowest to highest, so that the test aids in assessing student's progress. Items with RIT ranges (RIT = Rasch Unit) from 175 to 225 were selected so the expected average difficulty value for this prototype test was estimated at 202 before special field sample was taken. Actual result with 95 students was 198 average (within sampling error). Preliminary use from this small field sample suggests that students attaining a raw score of more than 25 should be considered for advanced ESL placement.

Prototype locator tests for Life Skills Reading and Life Skills Math were developed by selecting 10 items from the field test for each locator evenly spaced by difficulty level to measure a range from upper beginning ESL to high school completion. Preliminary field sampling was conducted with the Life Skills Reading Locator Test and the prototype Level B test to establish a correlation between the two and check the validity of using locator for testing placement of students. Preliminary use indicated that the locator RIT score did correlate highly with average RIT score achieved on Level B Prototype test. Sample drafts of student record forms containing diagnostic and achievement scale scoring information were developed for these tests.

V. Test Item Bank

All validated test items have been included in the CASAS Item Bank. An item bank card was developed for each item, containing statistical data and descriptive competency code number to link item to appropriate curriculum. This item bank will allow teachers to assess sections of instruction by composing their own tests if their objectives are included in the competency code index. In addition, item blocks by content sub-area will be developed from this item bank to speed the process of test preparation and provide multiple parallel forms at the same time.

VI. Curriculum Matrix

The CASAS Consortium members identified a core of competency-based materials currently being used in ABE and ESL programs. These materials were reviewed by project staff and a preliminary matrix was developed coding all these identified materials to the CASAS Competency Code List which contains a three digit code indicating content area, competency area and performance indicator. During 1981-82, this list will be expanded and field test teacher packets will include CASAS competency code numbers for the test items and this matrix of suggested instructional materials.

VII. CASAS Consortium

CASAS Consortium met on a monthly basis in northern and southern California to review all field test materials including test administration directions, data collection procedures and test instruments. The Consortium was involved in ongoing determination of assessment needs, assisted in establishing process for implementation of this assessment system in local programs, field tested all instruments and materials, provided staff development for all personnel involved in field testing. In addition, members assisted in the planning and participated in two Summer Institutes on assessment held at the University of California, Irvine, August 1980 and June 1981. These Institutes and the CASAS Consortium meetings were instrumental in establishing the direction and priorities for CASAS. The August 1980 Institute built a realistic foundation for an adult assessment system, identified the strengths and weaknesses of current adult assessment practices, built an awareness of assessment needs, practices, and procedures, and formulated activities needed to establish an assessment system. The June 1981 Institute established procedures for ABE testing during 1981-82, reviewed activities regarding implementation of a competency-based high school diploma program, identified further research needed in adult education, established guidelines for implementation of alternative modes of assessment and made plans for the implementation of CASAS. See appendix for agendas of monthly meetings of CASAS Consortium, North and South.

VIII. High School Diploma Minimum Competency Testing

In May, a prototype test was assembled using the CASAS Item Bank to measure minimum competencies adopted by the San Diego Community College District for adult high school diploma students. This prototype test was then administered to 145 adult high school diploma students who were graduating at the end of May and had completed all requirements for graduation. GED scores and Test of Adult Basic Education - Level D scores for these students were correlated with the prototype competency test scores. Final test forms were developed and passing scores for each competency were established from this data. This process will serve as a model for other districts wishing to use the CASAS Item Bank to assemble competency tests for high school completion.

IX. Dissemination

Those districts and agencies participating in the CASAS Consortium and the field test process were involved in an ongoing dissemination process through meetings, field tests, telephone conferences, and participation in workshops scheduled for this purpose. In addition, presentations were made to ABE and 310 Directors meetings and other professional education associations, both state and national. Emphasis was on describing the developmental processes employed during the 1980-81 fiscal year, and in field testing all instruments and processes. Reliable, validated field tested instruments will not be available for any kind of dissemination until the conclusion of the 1981-82 fiscal year at the earliest.

APPENDIX A

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
NOVEMBER 1981 FIELD TESTING
DISTRICT PARTICIPANTS

DISTRICT	CONTACT PERSON	NUMBER OF STUDENTS TESTED
Aptos	Tim Cuneo	109
Burbank	Kim Rhodes	194
Clovis	Mary Rich	181
Corrections	Charlene Natale	119
Fremont	Jane Zinner	230
Hacienda/La Puente	Suzan Barron	347
L.A. Adult Ed	Doug Holmes	556
Montebello	Walt Popkin, Manuel de Santos	250
Salinas	Sharon Miller, Jo Ellen Bruce	216
San Diego Adult	Barbara Stafford	810
San Francisco	George Woodward, Peggy Doherty	550
San Jose	Esther Stone	293
Watsonville	Jim Eachus	147
		4,202

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CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

FEBRUARY 1981 FIELD TESTING

DISTRICT PARTICIPANTS

DISTRICT	CONTACT PERSON	NUMBER OF STUDENTS TESTED
Aptos	Tim Cuneo	293
Alhambra	Louie Pontrelli Jo Smith	127
Burbank	Kim Rhodes	214
Clovis	Mary Rich	170
Corrections (3 sites)	Charlene Natale	95
California Youth Authority (2 sites)	Joseph Huma, Paul Kingsbury Catherine Butts	329
Fremont	Jane Zinner	228
Hacienda/La Puente	Suzan Barron	321
L.A. Adult Ed	Doug Holmes	529
L.A. Continuation	Cal Burke	187
Montebello	Walt Popkin, Manuel de Santos	257
Salinas	Sharon Miller, Jo Ellen Bruce	154
San Diego Adult	Barbara Stafford	1008
San Diego Continuation	Georgiana Galas	31
San Francisco	George Woodward, Peggy Doherty	499
San Francisco American Indian Center	Kevin Mann	11
San Jose	Esther Stone	290
Watsonville	Jim Eachus	115
Vallejo	Karen Homayoonnejad	49
		5,157

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APPENDIX B

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

LIFE SKILLS COMPETENCIES

During September and October of 1980, the California Adult Student Assessment System (CASAS) Consortium participated in a survey to identify a common core of competencies in the English as a Second Language Programs in California.

The survey included a list of competencies currently being taught in the consortium districts and was open-ended to permit the inclusion of competencies not listed on the survey. The attached Life Skill Competency List reflects 28 core competencies identified by more than 80% of the survey participants as important, and should be included in English as a Second Language curriculum. The specific competency statements list under each major competency reflect additional imput from the consortium on the open-ended responses and therefore were not prioritized within each sub category. It should be noted that not all core competencies are included in all program levels. Some competencies and competency statements are appropriately taught only at the more advanced levels.

The CASAS Consortium is currently in the process of identifying competencies by program levels, and also identifying those that are common to the identified competencies included in the high school diploma program of consortium districts.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)
LIFE SKILLS COMPETENCIES

1. CONSUMER ECONOMICS

1.1. The student will demonstrate the ability to use weights and measures.

The student will demonstrate the ability to:

1.1.1. Interpret recipes

1.1.2. Use the English and Metric system

1.1.3. Interpret charts, maps, tables, and graphs

1.1.4. Select and compute appropriate measurement for length, width, perimeter, area, volume, height, and weight

1.1.5. Interpret temperatures

1.1.6. Count and convert coins and currency and use ($) and (.)

1.1.7. Interpret product container sizes

1.1.8. Compute averages

1.1.9. Interpret clothing and pattern sizes using height and weight charts

1.2. The student will demonstrate the ability to apply the principles of comparison shopping in the selecting of goods and services.

The student will demonstrate the ability to:

1.2.1. Interpret advertisements, labels or charts to select the best buys for goods and services

1.2.2. Compare price and quality to determine the best buys for goods and services

1.2.3. Compute discounts

1.2.4. Compute unit pricing

1.3. The student will demonstrate the ability to identify different purchasing methods for goods and services.

The student will demonstrate the ability to:

1.3.1. Compare methods of purchasing goods and services including cash, check, money orders, charge, and lay-away

1.3.2. Interpret applications for credit, their cost and consumer responsibility

1.3.3. Identify and compute different methods of financing the purchase of goods and services

1.3.4. Use catalogs to select goods and services

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1.4. The student will demonstrate the ability to determine housing needs.

The student will demonstrate the ability to:

1.4.1. Identify different kinds of housing

1.4.2. Interpret classified ads and other information to locate housing

1.4.3. Interpret lease and rental agreements

1.4.4. Determine ways to obtain housing utilities

1.4.5. Interpret housing laws including tenant rights and anti-discrimination laws.

1.4.6. Identify the procedures for obtaining housing loans and insurance

1.4.7. Read and understand information related to home maintenance

1.4.8. Recognize home theft and fire prevention measures

1.5. The student will demonstrate the ability to interpret information associated with budgeting and expenditures.

The student will demonstrate the ability to:

1.5.1. Interpret personal and family budgetary income and expenditure information

1.5.2. Plan for major purchases

1.5.3. Interpret bills

1.6. The student will demonstrate the ability to identify consumer protection laws and resources.

The student will demonstrate the ability to:

1.6.1. Interpret food packaging labels

1.6.2. Identify the resources available to the consumer when confronted with misleading and/or fraudulent tactics

1.6.3. Identify advertising propoganda techniques such as bait-and-switch

1.7. The student will demonstrate the ability to relate basic procedures for the care and upkeep of personal possessions.

The student will demonstrate the ability to:

1.7.1. Interpret product guarantees and warranties

1.7.2. Interpret product care labels

1.7.3. Interpret directions in product owners manuals

1.7.4. Relate maintenance procedures for household appliances and personal possessions

1.7.5. Determine the procedures for obtaining repairs

1.8. The student will demonstrate the ability to identify banking services in the community.

The student will demonstrate the ability to:

1.8.1. Identify the procedures for obtaining and using savings and checking accounts

1.8.2. Identify and use the forms associated with banking services

1.8.3. Interpret interest

1.8.4. Compare what types of loans are available through lending institutions

1.9. The student will demonstrate the ability to identify the concepts associated with driving, the purchase and maintenance of an automobile.

The student will demonstrate the ability to:

1.9.1. Interpret highway and freeway signs

1.9.2. Interpret driving regulations necessary to obtain a driver's license

1.9.3. Compute mileage and gasoline consumption

1.9.4. Read and interpret maps

1.9.5. Identify factors affecting the selection and purchase of a car

1.9.6. Identify factors associated with the maintenance of an automobile

1.9.7. Identify necessary procedures in case of automobile emergencies

1.9.8. Read and interpret information associated with automobile insurance

2. COMMUNITY RESOURCES

2.1. The student will be able to demonstrate the ability to use the telephone and telephone book effectively.

The student will be able to demonstrate the ability to:

2.1.1. Use the telephone directory to locate information and services

2.1.2. Locate emergency numbers and place emergency calls

2.1.3. Identify time-zone boundaries to place long distance telephone calls

2.1.4. Interpret telephone billings

2.1.5. Interpret telegram rates and procedures

2.2. The student will be able to demonstrate the ability to identify different types of transportation and how to use them individually and publicly.

The student will be able to demonstrate the ability to:

2.2.1. Ask for and give directions

2.2.2. Recognize and utilize signs connected with transportation

2.2.3. Identify different types of transportation and how to locate and use them

2.2.4. Interpret transportation schedules and calculate fares

2.2.5. Use maps relating to travel needs

2.3. The student will be able to demonstrate the ability to identify concepts to time.

The student will be able to demonstrate the ability to:

2.3.1. Interpret clock time

2.3.2. Identify the months of the year and days of the week

2.4. The student will be able to demonstrate the ability to identify the services provided by the Post Office.

The student will be able to demonstrate the ability to:

2.4.1. Address letters

2.4.2. Interpret postal rates and types of mailing services

2.4.3. Identify and use the forms associated with the postal services

2.4.4. Interpret information associated with alien registration

2.4.5. Identify the process of tracing a lost letter or parcel

2.4.6. Interpret a postal money order form

2.5. The student will be able to demonstrate the ability to identify and utilize information services in the community.

The student will be able to demonstrate the ability to:

2.5.1. Identify types of community services that provide emergency help

2.5.2. Identify the application process for community services such as Social Security, Medicare, Immigration, and Welfare

2.5.3. Locate medical and health services in the community

2.5.4. Use directories to locate proper agency services

2.5.5. Identify education and vocational services found in the community including vocational testing and counseling services

2.5.6. Use library resources, references, content tables, and indexes effectively

2.5.7. Interpret information about permit and license requirements

2.5.8. Write business letters to request information or assistance

2.5.9. Identify child care services in the community

2.5.0. Interpret information found in newspapers, periodicals, business letters and information pamphlets and publications

2.6. The student will be able to demonstrate the ability to identify leisure time activities, facilities, and materials.

2.6.1. Recognize or interpret information relating to recreational facilities and entertainment activities offered in the community

2.6.2. Locate information in entertainment and recreational materials such as T.V. schedules and movie listings

2.6.3. Request information on, and make, travel and overnight accommodation reservations

2.6.4. Demonstrate how to order restaurant food and leave an appropriate tip

3. HEALTH

3.1. The student will be able to demonstrate the ability to identify common ailments and seek appropriate medical assistance.

The student will be able to demonstrate the ability to:

3.1.1. Understand and interpret information regarding illness

3.1.2. Identify information necessary to make medical and dental appointments

3.1.3. Describe symptoms and follow a doctor's directions

3.2. The student will be able to demonstrate the ability to interpret forms and information related to medical and dental care.

The student will be able to demonstrate the ability to:

3.2.1. Fill out medical health history forms

3.2.2. Interpret immunization requirements

3.2.3. Read and interpret information associated with medical/dental and life insurance

3.3. The student will be able to demonstrate the ability to identify and select appropriate medications.

The student will be able to demonstrate the ability to:

3.3.1. Select and use necessary medications

3.3.2. Interpret medicine labels, including information on possible side effects

3.3.3. Identify the difference between prescription, over-the-counter, and generic medications

3.4. The student will be able to demonstrate the ability to identify basic health and safety procedures.

The student will be able to demonstrate the ability to:

3.4.1. Interpret product label warnings, signs, and symbols

3.4.2. Identify basic safety measures that can prevent accidents and injuries

3.4.3. Apply first aid in emergencies

3.4.4. Determine work-safety procedures required in selected occupations

3.4.5. List health problems related to drugs, cigarettes, and alcohol and identify where treatment may be obtained

3.5. The student will be able to demonstrate the ability to identify practices which promote healthy living and describe how they could be applied.

The student will be able to demonstrate the ability to:

3.5.1. Interpret nutritional information from food labels

3.5.2. Select what constitutes a balanced diet using the four basic food groups

3.5.3. Identify proper food storage procedures

3.5.4. List practices which promote dental health

3.5.5. Identify practices that promote cleanliness and hygiene

3.5.6. Recognize facts relating to family planning

3.5.7. Identify child rearing practices and community resources available to assist in the development of parenting skills

3.5.8. Identify causes of stress and various methods of coping with stressful situations

3.6. The student will be able to demonstrate the ability to identify public health facilities.

The student will be able to demonstrate the ability to:

3.6.1. Demonstrate how to place emergency calls to a doctor, hospital, or for an ambulance

3.6.2. See 2.5.3.

4. OCCUPATIONAL KNOWLEDGE

4.1. The student will be able to demonstrate the ability to identify factors associated with applying for and maintaining a job.

The student will be able to demonstrate the ability to:

4.1.1. Interpret a Social Security application

4.1.2. Prepare a job application or resume

4.1.3. Interpret job descriptions and identify sources of information about jobs

4.1.4. Interpret job ads

4.1.5. Prepare for job interviews

4.1.6. Recognize appropriate standards of behavior for employment and evaluate employer/employee expectations

4.1.7. Cite attributes, skills, and/or education which may lead to job advancement

4.2. The student will be able to demonstrate the ability to interpret wages, benefits and concepts of labor organizations.

The student will be able to demonstrate the ability to:

4.2.1. Interpret wages, wage deductions and benefits, including wage informational charts and pamphlets

4.2.2. Identify advantages and disadvantages of joining a labor union

4.2.3. Interpret employment contracts, union agreements and employer handbooks

4.3. The student will be able to demonstrate the ability to identify work-safety procedures required in selected occupations.

The student will be able to demonstrate the ability to:

4.3.1. Interpret safety and work-hazard signs found in places of employment and public buildings

4.3.2. Interpret work safety manuals

4.3.3. Identify appropriate work attire

4.3.4. Identify procedures associated with job related injuries and damages including Workmen's Compensation

5. GOVERNMENT AND LAW

5.1. The student will be able to demonstrate the ability to identify concepts associated with voting.

The student will be able to demonstrate the ability to:

5.1.1. Identify the requirements necessary to vote in an election

5.1.2. Complete a voter registration form

5.1.3. Interpret a sample ballot

5.2. The student will be able to demonstrate the ability to identify government agencies and the services they provide.

See 2.5.

5.3. The student will be able to demonstrate the ability to identify legal rights and responsibilities and procedures for obtaining legal advice.

The student will be able to demonstrate the ability to:

5.3.1. Interpret common legal forms, rules and ordinances

5.3.2. Identify how to apply for and use Legal Aid and Legal Services

5.3.3. Identify and interpret Small Claims Court procedures

5.3.4. Interpret laws affecting door-to-door sales

5.3.5. Take appropriate action regarding a traffic ticket

5.4. The student will be able to demonstrate the ability to identify concepts of taxation.

The student will be able to demonstrate the ability to:

5.4.1. Complete the short form of the income tax

5.4.2. Compute and state the purpose of sales tax

5.4.3. Interpret tax tables

APPENDIX C

SAMPLE ITEM BANK CARD

DISPLAY: Map 225205

If Anne is traveling to the Anza-Borrego Desert State Park from San Diego, she is least likely to use which of the following highways?

A. Highway 78
B. Highway 86
C. Highway 67
D. Highway 80

A	B	C	D
25%	22%	36%	16%
-.08	.1	.03	.01

RIT 230.7 N = 259
Norm Group High School
Date Tested 2/81

	Blank	A	*B	C	D
LO %	1	31	16	34	15
HI %	0	17	35	28	20

DISPLAY: Map 225206

If Barbara is traveling to the Anza-Borrego Desert State Park from San Clemente on Highway 78, she will pass through which of the following towns?

A. El Cajon
B. Yuma
C. San Diego
D. Escondido

A	B	C	D
2%	1%	3%	92%
-.13	-.29	-.41	.47

RIT 186.6 N = 259
Norm Group High School
Date Tested 2/81

	Blank	A	B	C	*D
LO %	0	5	3	12	79
HI %	0	2	0	0	98

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SAMPLE ITEM BANK CARD

DISPLAY: Bus Schedule 224204

The bus that leaves Plainville at 7:30 a.m. arrives in Stockton at

A. 8:45 a.m.
B. 2:35 p.m.
C. 4:20 p.m.
D. 6:05 p.m.

A	B	C	D		
97%	2%	0%	1%	RIT 175.4	N = 259
.3	-.28	.03	-.18	Norm Group	High School
				Date Tested	2/81

	Blank	*A	B	C	D
LO %	0	91	6	0	3
HI %	0	100	0	0	0

DISPLAY: Bus Schedule 224205

The latest bus you can take from Plainville to be in Stockton before 3:00 p.m. leaves at

A. 9:05 a.m.
B. 11:35 a.m.
C. 1:20 p.m.
D. 3:15 p.m.

A	B	C	D		
1%	2%	94%	3%	RIT 182.5	N = 259
-.28	-.02	.27	-.21	Norm Group	High School
				Date Tested	2/81

	Blank	A	B	*C	D
LO %	0	2	3	87	7
HI %	0	0	2	98	0

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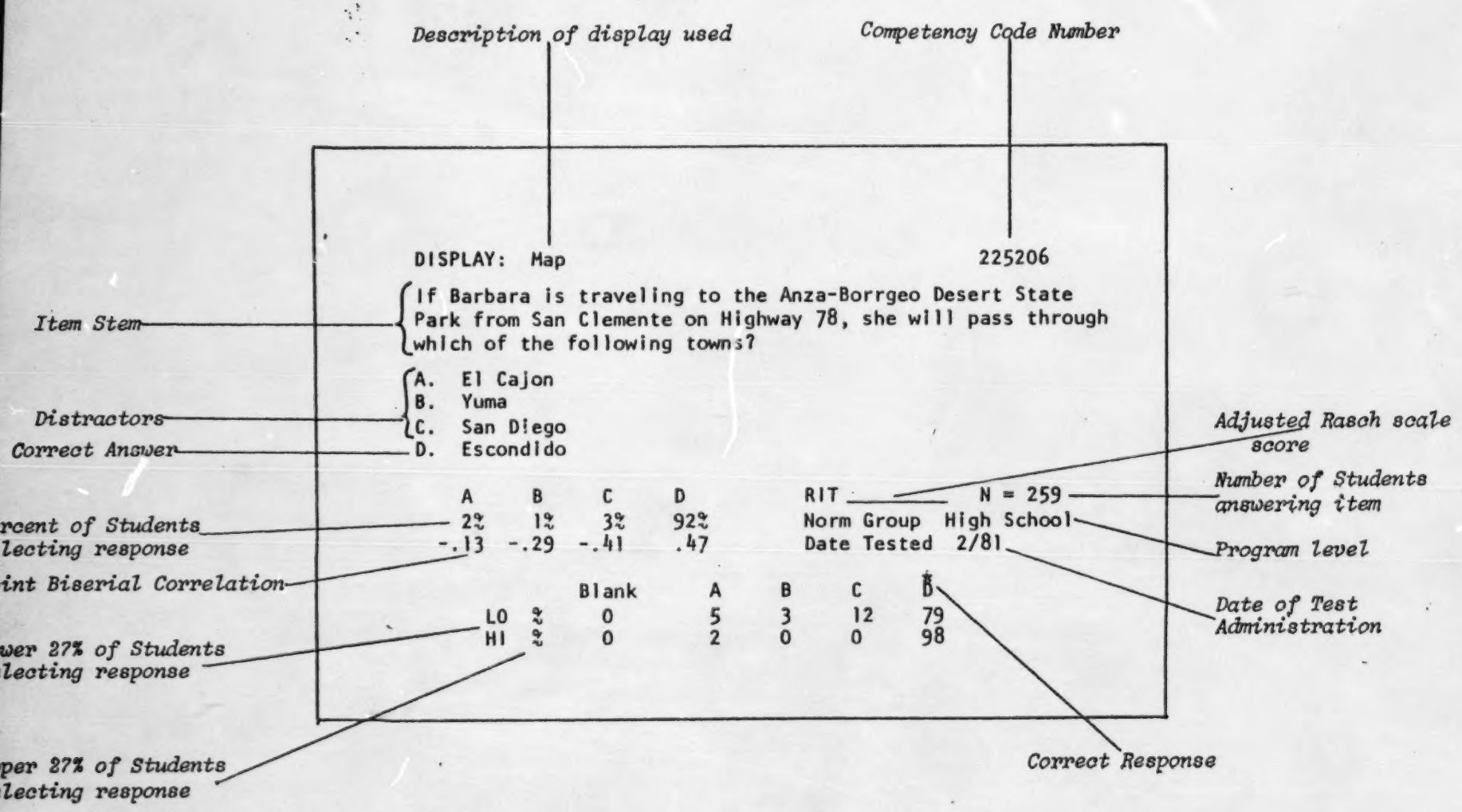
ITEM BANK CARD

Explanation of Data for
Each Test Item


Description of display used
Competency Code Number
DISPLAY: Map
225206
Item Stem
If Barbara is traveling to the Anza-Borrgeo Desert State Park from San Clemente on Highway 78, she will pass through which of the following towns?
Distractors
A. El Cajon
B. Yuma
C. San Diego
Correct Answer
D. Escondido
Adjusted Rasch scale score
RIT
N = 259
Number of Students answering item
A B C D
2% 1% 3% 92%
rcent of Students lecting response
-.13 -.29 -.41 .47
int Biserial Correlation
Norm Group High School
Program level
Date Tested 2/81
Date of Test Administration
Blank A B C D*
LO % 0 5 3 12 79
HI % 0 2 0 0 98
wer 27% of Students lecting response
per 27% of Students lecting response
Correct Response

APPENDIX D

CASAS Meetings
1980-81

SOUTH			NORTH		
September	25	Hacienda/La Puente	October	28	San Francisco
October	16	Los Angeles	November	20	San Jose
November	19	California Rehabilitation Center	December	10	San Francisco
December	11	Montebello	January	22	San Jose
January	28	Hacienda/La Puente	February	26	San Francisco
February	25	Los Angeles	March	18	San Jose
March	19	Norco	May	14	San Francisco
April	9	Los Angeles			
May	6	Burbank			

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
SOUTHERN CONSORTIUM MEETING
SEPTEMBER 25, 1980
10:00 - 3:00 P.M.
LA PUENTE VALLEY ADULT SCHOOLS

Tentative Agenda

1. Competency statements common to ESL/ABE in consortium districts.

2. Procedures for cross referencing ABE/ESL with high school competency statements.

3. Procedures for ABE Testing
   a. length of test
   b. numbers of students to be tested
   c. demographic information needed
   d. multiple forms
   e. level of difficulty
   f. date of testing

4. Review assessment and information needs for Assessment System ABE/ESL/High School Completion.

For additional agenda items, please contact Pat Rickard : (714) 277-6982

Directions for the Southern Consortium Meeting are on the following page.

Contact: Mary Kernodle (213) 968-8452

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
SOUTHERN CONSORTIUM MEETING
OCTOBER 16, 1980
10:00 - 3:00 P.M.
LOS ANGELES DIVISION OF CAREER & CONTINUING EDUCATION
1320 W. Third Street, Room 217
(BETWEEN BIXEL AND LUCAS STREET) *

TENTATIVE AGENDA

1. Final review of procedures and instructions for ABE/ESL Field Test November 3-20, 1980.

2. Results of Survey talley and competency coding system.

3. Test Results feedback to students - by district

4. High School Diploma Assessment Concern.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

** Parking in the rear of the building. Entrance on 4th Street and on Lucas. Contact: Bill Ririe (213) 625-6085

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

NOVEMBER 20, 1980

10:00 - 3:00 P.M.

San Jose Unified
1605 Park Avenue

METROPOLITAN ADULT EDUCATION

TENTATIVE AGENDA

1. Review of November Field Test Materials and Procedures.
2. Identify Priority Competencies for Intermediate ABE/ESL Curriculum presently being used.
3. Dates for Workshop on Proficiency Topics.
4. Dates for June Conference, January and May Meetings.
5. High School Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

Contact: Esther Stone (408) 998-6000

PR:sp 11/13/80

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

OCTOBER 28, 1980

10:00 - 3:00 P.M.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

33 Gough Street

TENTATIVE AGENDA

1. Procedures and Instructions for ABE/ESL Field Test November 3-20, 1980.
2. Results of Survey talley and Competency Coding System.
3. Test Results feedback to students - by district
4. High School Diploma Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

** Directions - Northern Consortium Meeting

Take 101 North-Following Golden Gate Bridge signs take Mission Van Ness Exit-Stay to left to Valencia (Approximately 2-3 blocks)
Turn right 1 block to Market.
Turn right 1 block to 33 Gough
Turn right-park in parking lot in middle of the block
Go to the information desk and get visitors parking permit.

Contact: Marlene Butler-Spencer (415) 239-3016

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

OCTOBER 28, 1980

10:00 - 3:00 P.M.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

33 Gough Street

TENTATIVE AGENDA

1. Procedures and Instructions for ABE/ESL Field Test November 3-20, 1980.
2. Results of Survey talley and Competency Coding System.
3. Test Results feedback to students - by district
4. High School Diploma Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

** Directions - Northern Consortium Meeting

Take 101 North-Following Golden Gate Bridge signs take Mission Van Ness Exit-Stay to left to Valencia (Approximately 2-3 blocks)
Turn right 1 block to Market.
Turn right 1 block to 33 Gough
Turn right-park in parking lot in middle of the block
Go to the information desk and get visitors parking permit.

Contact: Marlene Butler-Spencer (415) 239-3016

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

NOVEMBER 19, 1980

10:00 - 3:00 p.m.

CALIFORNIA REHABILITATION CENTER

1. Educational Program at California Rehabilitation Center/Norco.
2. Review of November Field Test Materials and Procedures.
3. Identify Priority Competencies for Intermediate ABE/ESL-Curriculum presently being used.
4. Dates for Workshop on Proficiency Topics.
5. Dates for June Conference, January and May Meetings.
6. High School Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

** Directions on attached sheet. Contact: Charlene Natale: (714) 737-2683 X277

CASAS - Southern Consortium - Field Test Coordinators: If you have completed the field testing in your district by November 19, please bring the test materials to this meeting.

PR:sp 11-5-80

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

DECEMBER 10, 1980

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

33 GOUGH STREET

10:00 - 3:00 P.M.

TENTATIVE AGENDA

1. Minimum Competency Testing for Adult High School Diploma Students (AB 65/3369)
2. Competency Coding System for Specific Basic Skills-(Bring Samples/ suggestions)
3. Finalize Competency List. Prioritize life skill items from November Field Test.
4. Test Items for the February Field Testing-(Bring those you wish to include in this field test)
5. High School Diploma Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

*** DIRECTIONS: Northern Consortium Meeting

Take 101 North-Following Golden Gate Bridge signs take Mission Van Ness Exit
Stay to left to Valencia (Approximately 2-3 blocks)
Turn right 1 block to Market.
Turn right 1 block to 33 Gough
Turn right-park in parking lot in middle of the block
Go to the information desk and get visitors parking permit.

Contact: Marlene Butler-Spencer (415) 239-3016

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

DECEMBER 11, 1980

10:00 - 3:00 P.M.

MONTEBELLO ADULT SCHOOL

BELL GARDENS HIGH SCHOOL

6119 AGRA STREET, ROOM 60 BELL GARDENS

TENTATIVE AGENDA

1. Minimum Competency Testing for Adult High School Diploma Students (AB 65/3369)
2. Finalize Competency List. Prioritize life skill items from November Field Test.
3. Competency Coding System for Specific Basic Skills
4. Test Items for the February Field Testing -(Bring those you wish to include in this field test)
5. High School Diploma Assessment Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

***DIRECTIONS: Southern Consortium Meeting

See Attached Map.

Contact: Walt Popkin (213) 773-5529.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

JANUARY 22, 1981

10:00 - 3:00 P.M.

San Jose Unified
1605 Park Avenue
METROPOLITAN ADULT EDUCATION

TENTATIVE AGENDA

1. CBAE V - New Orleans - Report
2. Systems for Reporting Assessment Data to Students/Teachers
3. February Field Test Information/Number of Students to be Tested-by District.
4. Preliminary Item Analysis Report From November Field Test.
5. Cross Reference Skills/Competencies to Curriculum Materials.
6. Test Security.
7. High School Assessment Concerns/Special Education - Differential Standards.

For Additional agenda items, please contact Pat Rickard (714) 277-6982.

Contact: Esther Stone (408) 998-6000

PR:sp 1/5/81

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

JANUARY 28, 1981

10:00 - 3:00 P.M.
Hacienda-La Puente Adult School

1110 Fickewirth
La Puente

TENTATIVE AGENDA

1. CBAE V - New Orleans - Report
2. Systems for Reporting Assessment Data to Students/Teachers.
3. February Field Test Information/Number of Students to be Tested-by District.
4. Preliminary Item Analysis Report From November Field Test.
5. Cross Reference Skills/Competencies to Curriculum Materials.
6. Test Security.
7. High School Assessment Concerns/Special Education - Differential Standards.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

Contact: Mary Kernodle (213) 968-8452

PR:sp 1/5/81

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

FEBRUARY 25, 1981

10:00 a.m. - 3:00 p.m.

LOS ANGELES DIVISION OF CAREER & CONTINUING EDUCATION
1320 W. Third Street, Room 107
(Between Bixel and Lucas Street) *

TENTATIVE AGENDA

1. Review Prototype Life Skill Reading Test and related materials.
2. Sample reporting forms
3. Sample of Item Bank Forms
4. Review February Field Test
5. High School Assessment Concerns
6. Special Education Concerns

For additional agenda items, please contact Pat Rickard (714) 277-6982.

* Parking in the rear of the building. Entrance on 4th Street and on Lucas. Contact: Bill Ririe (213) 625-6085

Dick Whiteman - Clearinghouse coordinator for Special Education Concerns.

PR:sp

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

FEBRUARY 26, 1981

10:00 a.m. - 3:00 p.m.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

33 Gough Street

TENTATIVE AGENDA

1. Review Prototype Life Skill Reading Test and related materials.
2. Sample Reporting Forms.
3. Writing Assessment Locator
4. Videotape on Testing.
5. Sample of Item Bank Forms
6. Review February Field Test.
7. High School Assessment Concerns.
8. Special Education Concerns.

For additional agenda items, please contact Pat Rickard (714) 277-6982.

** Directions - Northern Consortium Meeting

Take 101 North - Following Golden Gate Bridge signs take Mission Van Ness Exit - Stay to left to Valencia (Approximately 2-3 blocks)
Turn right 1 block to Market.
Turn right 1 block to 33 Gough
Turn right - park in parking lot in middle of the block
Go to the information desk and get visitors parking permit.

Contact: Marlene Butler-Spencer (415) 239-3016

Dick Whiteman - Clearinghouse Coordinator for Special Education Concerns.

PR:sp

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

MARCH 18, 1981

10:00 - 3:00 P.M.

San Jose Unified School District
1605 Park Avenue
METROPOLITAN ADULT EDUCATION

TENTATIVE AGENDA

1. AB65 - Concerns - (Bring Competency lists/requirements for adult students in your district and priority list if completed)

2. February/March Field Test Update

3. Statistical Information available for test items - How to use it.

4. Item Bank Format

5. Placement Tests

For Additional agenda items, please contact Pat Rickard (714) 277-6982

Contact: Esther Stone (408) 998-6000

PR:rlk 3/9/81

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

MARCH 19, 1981

10:00 - 3:00 P.M.

CALIFORNIA REHABILITATION CENTER

1. AB65 - Concerns - (Bring Competency lists/requirements for adult students in your district)
2. February/March Field Test Update
3. Statistical Information available for test items - How to use it.
4. Item Bank Format
5. Special Ed Concerns

For additional agenda items, please contact Pat Rickard (714) 277-6982

**Directions on attached sheet. Contact: Charlene Natale (714) 737-2683 X277

PR:rlk 3/9/81

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

APRIL 9, 1981

10:00 a.m. - 3:00 p.m.

LOS ANGELES DIVISION OF CAREER & CONTINUING EDUCATION
1320 W. Third Street, Room 233
(Between Bixel and Lucas Street) *

TENTATIVE AGENDA

1. New York External High School Diploma Program - Judith Alamprese
2. Special Ed. Concerns - Dick Whiteman
3. Item Bank/Locator/Level Tests
4. Summer Institute - Planning
5. High School/AB 65 Assessment Concerns
6. Research Concerns

For additional agenda items, please contact Pat Rickard (714) 277-6982.

* Parking in the rear of the building. Entrance on 4th Street and on Lucas. Contact: Bill Ririe (213) 625-6085

Dick Whiteman - Clearinghouse coordinator for Special Education Concerns.

NOTE: Luncheon Meeting for ACSA Regions 14-16 has been postponed.

PLR:rlk

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

SOUTHERN CONSORTIUM MEETING

MAY 6, 1981

10:00 a.m. - 3:00 p.m.

BURBANK ADULT SCHOOL
330 N. Buena Vista
Burbank, California 91505

TENTATIVE AGENDA

1. New York External High School Diploma Program - Update
2. Special Ed. Concerns
3. ABE Student Record Sheet - T-1,2,& 5 Forms Revision/Data needed for site/district/state
4. Summer Institute - Final Planning
5. High School/AB 65 Assessment Concerns
6. Spring Field Test Results
7. American Educational Research Association Report
8. Fall '81 ABE Testing - Number of students to be tested in each district by program level.
9. Competency/Curriculum Matrix - Update

For additional agenda items, please contact Pat Rickard (714) 277-6982.

Contact: Kim Rhodes (213) 845-7237

PLR:rlk

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

NORTHERN CONSORTIUM MEETING

MAY 14, 1981

10:00 a.m. - 3:00 p.m.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT
33 Gough Street
San Francisco, California 94103

TENTATIVE AGENDA

1. New York External High School Diploma Program - Update
2. Special Ed. Concerns
3. ABE Student Record Sheet - T-1,2,& 5 Forms Revision/Data needed for site/district/state
4. Summer Institute - Final Planning
5. High School/AB 65 Assessment Concerns
6. Spring Field Test Results
7. American Educational Research Association Report
8. Fall '81 ABE Testing - Number of students to be tested in each district by program level.
9. Competency/Curriculum matrix - Update
10. Writing Competencies - Alternatives/Resources

For additional agenda items, please contact Pat Rickard (714) 277-6982.

Contact: George Woodward (415) 567-5066

PLR:rlk

APPENDIX E

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Summer Institute

August 19-22, 1980

Objectives

1. To build awareness of assessment needs, practices, and procedures for adults enrolled in ABE, ESL, High School Completion, and special needs of handicapped students.

2. To build a foundation for an adult assessment system.

3. To identify strengths and weaknesses of current adult assessment practices.

4. To make recommendations for changes in ABE testing practices and procedures.

5. To identify current guidance and counseling procedures for adults.

6. To formulate activities needed to establish an adult assessment system.

PR:sp 8-13-80

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Summer Institute

June 25-27,1981

Objectives

1. To continue to build awareness of assessment needs, practices, and procedures with adults enrolled in ABE, ESL, and High School Completion programs.

2. To plan for implementation of the California Adult Student Assessment System, including identification of processes/products/activities needed during 1981-82.

3. To establish guidelines for implementation of alternative modes of assessment.

4. To identify and prioritize needed research in adult education.

5. Establish procedures for ABE testing during 1981-82.

6. Review activities regarding implementation of competency-based high school completion programs. Identify further processes/products/activities needed.

PLR:rlk

PARTICIPANTS CASAS SUMMER INSTITUTE
UC IRVINE
1980

BURBANK

Kim Rhodes
Burbank Adult School
330 N. Buena Vista
Burbank, CA 91505
(213) 845-7237

CORRECTIONS

Charlene Natale
Department of Corrections
P.O. Box 1841
Norco, CA 91720

Sue Broaddus
Department of Corrections
1841 5th & Western
Norco, CA 91720

FREMONT

Jane Tapsak
10511 Tantau Ave
San Jose, CA 95129
(408) 735-6219

FOOTHILL-DE ANZA

Emmett Casey
De Anza College
21250 Stevens Creek
Cupertino, CA 95014
(408) 996-4956

HACIENDA/LA PUENTE

Mary Kernodle
Hudson Campus
15839 E. Rowland
La Puente, CA 91744
(213) 968-4638

HACIENDA/LA PUENTE

Shirley Aney
15515 La Moine
Hacienda Heights, CA 91745

Susan Barron
Hudson Campus
15839 E. Rowland
La Puente, CA 91744

Holda Dorsey
La Puente Valley Adult
15359 East Proctor Ave
La Puente, CA
(213) 961-8803

LOS ANGELES

Lonnie Farrell
Los Angeles Unified Adult Ed.
1320 W. Third St. Rm 900
Los Angeles, CA 90017
(213) 625-6085

Bill Ririe
Los Angeles Unified Adult Ed.
1320 W. Third St. Rm 902
Los Angeles, CA 90017

Sadae Iwataki
Los Angeles Unified Adult Ed.
1320 W. Third St.
Los Angeles, CA 90017
(213) 625-6085

Jim Vogler
Program Evaluation Research
9300 East Imperial Hwy
Downey, CA 90242
(213) 922-6392

Robert Rupert
Continuing Education
450 N. Grand Ave
Los Angeles, CA 90051

LOS ANGELES

Cal Burke
Central Continuation
450 N. Grand
Los Angeles, CA 90012
(213) 625-6440

Cindy Gladstone
Central Continuation
450 N. Grand Ave
Los Angeles, CA 90012
(213) 625-6440

MONTEBELLO

Rosemary Grebel
Montebello Adult
2100 W. Cleveland Ave
Montebello, CA 90640
(213) 722-2173

Manuel De Santos
13828 Franklin Street
Whittier, CA 90602

PAJARO VALLEY

Tim Cuneo
Aptos High School
7301 Freedom Blvd.
Aptos, CA 95003
(408) 688-6565

James Eachus
Watsonville Adult
340 Lincoln Street
Watsonville, CA 95076
(408) 728-6330

SALINAS

Chuck Loverde
Salinas Adult School
431 W. Alisal
Salinas, CA 93901
(408) 758-0956

SAN DIEGO

Pat Rickard
San Diego Community College
Kearny Campus
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

Barbara Stafford
San Diego Community College
Kearny Campus
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

Gretchen Bitterlin
San Diego Community College
Kearny Campus
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

June Hays
Centre City Adult
1400 Park Blvd
San Diego, CA 92101
(714) 233-7351

Cathy Stoll
Centre City Adult
1400 Park Blvd.
San Diego, CA 92101
(714) 233-7351

Earl Johnson
San Diego Community College
Clairemont Campus
3890 Modoc Street
San Diego, CA 92117
(714) 274-3422

Autumn Keltner
Adult & Continuing Education
5350 University Ave
San Diego, CA 92105
(714) 230-2039

SAN DIEGO

Philip del Campo
Adult & Continuing Education
5350 University Ave
San Diego, CA 92105
(714) 230-2039

James Hardison
Adult & Continuing Education
5350 University Ave
San Diego, CA 92105
(714) 230-2144

SAN FRANCISCO

Jean Braemer
Career Guidance Center
33 Gough Street
San Francisco, CA 94103
(415) 239-3086

Peggy Doherty
1860 Hayes Street
San Francisco, CA 94117
(415) 346-7044

Lynn Savage
1311 Sutter Street
San Francisco, CA 94109
(415) 441-1176

George Woodward
John Adams Community College
1860 Hayes Street
San Francisco, CA 94117
(415) 346-7044

John Tibbetts
San Francisco State University
Department Postsecondary Education
1600 Holloway Ave
San Francisco, CA 94132
(415) 469-2369

SAN JOSE

Esther Stone
Metropolitan Adult Education
1650 Park Ave
San Jose, CA 95126
(408) 998-6000

SAN JOSE

Joanne Knapp
Metropolitan Adult Education
1605 Park Ave
San Jose, CA 95126
(408) 998-6000

John Davis San Jose Unified
1605 Park Ave
San Jose, CA 95126
(408) 998-6000

Jim Moriel
San Jose Unified
1605 Park Ave
San Jose, CA 95126
(408) 998-6000

STATE DEPARTMENT EDUCATION

Dick Stiles
State Department Education
721 Capitol Mall
Sacramento, CA 95814

Ray Eberhard
State Department Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-6646

Marion Marshall
State Department Education
721 Capitol Mall
Sacramento, CA 95814

UCLA GRADUATE SCHOOL EDUCATION

Edys Quellmalz
UCLA Graduate School Education
145 Moore Hall
Los Angeles, CA

Beverly Cabello
UCLA Graduate School Education
145 Moore Hall
Los Angeles, CA

1981 SUMMER INSTITUTE
UNIVERSITY OF CALIFORNIA, IRVINE

PARTICIPANTS

ALHAMBRA

Jo Smith
Alhambra Adult School
101 So. 2nd Street
Alhambra, CA 91801
(213) 289-5047

Ken Weatherholt
Mark Keppel Adult School
501 E. Hellman Avenue
Alhambra, CA 91801
(213) 573-0184

BURBANK

Bill Doyle
Burbank Adult School
330 N. Buena Vista
Burbank, CA 91505
(213) 845-7237

Kim Rhodes
Burbank Adult School
330 N. Buena Vista
Burbank, CA 91505
(213) 845-7237

CORRECTIONS

Keith Hayball
State Department of Corrections
Sacramento, CA 95814
(916) 445-8035

Rita Wirtz
Education Services
State Department of Corrections
Sacramento, CA 95814
(916) 322-5222

Charlene Natale
Department of Corrections
P.O. Box 1841
Norco, CA 91760
(714) 737-2683 X 277

Harvey Schrum
California Conservation Center
P.O. Box 790
Susanville, CA 96130

Robert L. Miller
Folsom State Prison
P.O. Box W
Represa, CA 95671

Jack Batchelor
California Medical Facility
P.O. Box 568
Vacaville, CA 95688

Gary Durkee
San Quentin State Prison
San Quentin, CA 94964

Hugh Eccles
Correctional Training Facility
P.O. Box 686
Soledad, CA 93960

Hoyt Chambless
California Men's Colony
P.O. Box A
San Luis Obispo, CA 93401

Katy Houghton
California Institution for Women
R.F.D. #1
Frontera, CA 91720

Ida Garrett
Supervisor of Academic Instruction
California Institution for Men
P.O. Box 128
Chino, CA 91710

Larry Heer
California Correctional Institution
P.O. Box 1031
Tehachapi, CA 93561

CORRECTIONS

Mark Crews
Deuel Vocational Institution
P.O. Box 400
Tracy, CA 95376

DISSEMINATION NETWORK FOR ADULT EDUCATORS (DNAE)

Jane Zinner
Dissemination Network for Adult Educators (DNAE)
1575 Old Bayshore Highway
Burlingame, CA 94010

HACIENDA/LA PUENTE

Mary Kernodle
La Puente Valley Adult
1110 Fickewirth
La Puente, CA 91744
(213) 968-4638 X 285

Shirley Aney
La Puente Valley Adult
320 N. Willow
La Puente, CA 91744
(213) 968-4638 X 230

Suzan Barron
La Puente Valley Adult
1110 Fickewirth
La Puente, CA 91744
(213) 330-5009 X 282

LOS ANGELES

Bill Ririe
Los Angeles CBE Project
Rm 902, Third Street Annex
1320 W. Third Street
Los Angeles, CA 90017
(213) 625-6085

Dick Whiteman
CBE, Room 900
1320 W. Third Street
Los Angeles, CA 90017
(213) 617-8239

MONTEBELLO

Rosemary Grebel
Live Oak Adult School
5940 E. Florence
Bell Gardens, CA 90201
(213) 927-3665

Lillian Sacco
Live Oak Adult School
5940 E. Florence
Bell Gardens, CA 90201
(213) 928-4432

Manual De Santos
Bell Gardens Adult
6119 Agra Street
Bell Gardens, CA 90201
(213) 773-5529

Walt Popkin
Bell Gardens Adult
6119 Agra Street
Bell Gardens, CA 90201

PAJARO VALLEY

Tim Cuneo
Aptos High School
7301 Freedom Blvd.
Aptos, CA 95003
(408) 688-6565 X 30

James Eachus
Watsonville Adult
340 Lincoln Street
Watsonville, CA 95076
(408) 728-6330

SALINAS

Sharon Miller
Salinas Adult School
431 W. Alisal
Salinas, CA 93901
(408) 757-3931

Paul Bernard
Salinas Adult School
431 W. Alisal
Salinas, CA 93901

SAN DIEGO

Philip del Campo
Adult & Continuing Education
5350 University Avenue
San Diego, CA 92105
(714) 230-2039

Earl Johnson
Adult & Continuing Education
5350 University Avenue
San Diego, CA 92105
(714) 230-2039

Jim Hardison
Adult & Continuing Education
5350 University Avenue
San Diego, CA 92105
(714) 230-2144

Autumn Keltner
Adult & Continuing Education
5350 University Avenue
San Diego, CA 92105
(714) 230-2144

June Hays
Centre City Adult
1400 Park Blvd.
San Diego, CA 92101
(714) 230-2329

Catherine Stoll
Centre City Adult
1400 Park Blvd.
San Diego, CA 92101
(714) 230-2330

Barbara Stafford
Kearny Adult Center
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

Patricia Rickard
Kearny Adult Center
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

Gretchen Bitterlin
Kearny Adult Center
7405 Mesa College Drive
San Diego, CA 92111
(714) 277-6982

SAN FRANCISCO

Jean Bramer
San Francisco Community College
Centers Division
31 Gough Street
San Francisco, CA 94103
(415) 239-3086

Peggy Doherty
John Adams Community College
1860 Hayes Street
San Francisco, CA 94117
(415) 567-5066

George Woodward
John Adams Community College
1860 Hayes Street
San Francisco, CA 94117
(415) 567-5066

Marlene Butler
San Francisco Community College District
33 Gough Street
San Francisco, CA 94103

SAN JOSE

Esther Stone
Metropolitan Adult Education
1605 Park Avenue Suite 3
San Jose, CA 95126
(408) 998-6176

John Davis
San Jose Unified
1605 Park Avenue
San Jose, CA 95126
(408) 998-6000

STATE DEPARTMENT OF EDUCATION

Dick Stiles
State Department of Education
Adult Field Services
721 Capitol Mall
Sacramento, CA 95814
(916) 323-4483

Ray Eberhard
State Department of Education
Adult Field Services
721 Capitol Mall
Sacramento, CA 95814
(916) 322-6646

STATE DEPARTMENT OF EDUCATION

Xavier del Buono
State Department of Education
Adult Field Services
721 Capitol Mall
Sacramento, CA 95814

Don Mc Cune
State Department of Education
Adult Field Services
721 Capitol Mall
Sacramento, CA 95814

Carlos Gonzalez
State Department of Education
Adult Field Services
721 Capitol Mall
Sacramento, CA 95814

VALLEJO

Karen Homayoonnejad
Vallejo Adult School
1140 Capitol Street
Vallejo, CA 94590
(707) 553-1390

ARIZONA

Carl Beisecker
Arizona Department of Education
Adult Education Division
1535 W. Jefferson
Phoenix, AZ 85007
(602) 255-5281

Diana Alsbrook
Lucky 13 Education Center
P.O. Box 447
Tempe, AZ 85281
(602) 949-6608

Rosemeri Barabe
Scottsdale Adult Learning Center
1740 W. Drake Circle
Mesa, AZ 85202
(602) 949-6608

Gene D. Moffett
Casa Grande Elementary Schools #4
1460 North Pinal Avenue
Casa Grande, AZ 85222
(602) 836-2111

Leslie Jo Adams
CATESOL - Adult Assistant Chair
885 Adamsgrove Avenue
Walnut, CA 91789
(714) 595-7800

Judy Alamprese
Education Policy Fellow
Office of Education Professional
Development and Dissemination
1832 M St. N.W. Room 819
Washington, D.C. 20036

Joyce Bishton
Pomona Adult School
180 East Mission Blvd.
Pomona, CA 91766
(714) 629-2551 X 253, 254

Jean F. Estes
Scott, Foreman and Company
Lifelong Learning Division
P.O. Box 366
Claremont, CA 91723
(714) 626-6632

Bob Heath
Nomos Institute
Honolulu, Hawaii

Gerhardt Steinke
Chancellor's Office of the California
Community Colleges
1238 "S" Street
Sacramento, CA 95814
(916) 445-0486

APPENDIX F

DISSEMINATION

Presentations were made to:

1) State Department of Corrections - Staff Development Conference
   October 7, 1980 - Monterey, California

2) National Workshop of State Directors of Adult Education
   October 20-23, 1980 - San Diego, California

3) State ABE Directors Meeting
   October 29, 1980 - Sacramento, California

4) Association of California School Administrators - State Conference
   October 30-31, 1980 - Sacramento, California

5) Association of California School Administrators - Region XVIII Conference
   November 24, 1980 - San Diego, California

6) Competency-Based Adult Education National Conference
   January 7-9, 1981 - New Orleans, Louisiana

7) ABE Directors Meeting
   March 5-6, 1981 - Anaheim, California

8) International Reading Association - Jane Zinner
   April 30, 1981 - New Orleans, Louisiana

9) Telecommunications Conference
   May 21-22, 1981 - Anaheim, California

10) ABE Directors Meeting
    June 2, 1981 - Sacramento June 4, 1981 - Pomona, California

Local district curriculum counseling and faculty meetings.

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